



# Orange Juice Software Systems

## The Vitamin C of Education

338 South Arch Avenue  
New Richmond, WI 54017  
715-246-3588

Orange Juice Software Systems Diskettes are designed to operate on the Apple II+, IIe, and IIC\* with minimum 48K memory and 3.3 DOS.

### WARRANTY AND RETURNS POLICY:

Orange Juice Software Systems Diskettes are warranted under normal instructional use against original defects in material and workmanship for thirty (30) days from the date of shipment to the buyer.

Defective diskettes returned by the original purchaser at their own expense during this thirty (30) day period will be replaced without charge. If Orange Juice Software Systems determines upon inspection of the diskettes, that the damage resulted from the purchaser's equipment or through misuse by the purchaser, this warranty shall be declared void.

Except for the initial thirty (30) day period after shipment, Orange Juice Software Systems makes no warranties, either express or implied, with respect to the quality or performance of its software. Under no circumstances shall Orange Juice Software Systems be liable for any direct, indirect, or incidental damages resulting from any defect in the diskettes, even if Orange Juice Software Systems had been alerted of the possibility of such defects.

Defective diskettes must be returned in protective packaging. It is recommended that the diskette be laid between two sheets of cardboard and labeled, "FRAGILE - DO NOT BEND".

Defective diskettes must also be accompanied by:

1. A proof of purchase for the original software.
2. A description of the malfunction.

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Dear Customer:

Thank you for your interest in our product. Although we make every effort to insure the quality of each diskette we produce, an occasional error or defective diskette remains a possibility.

Please "boot" each diskette immediately after receiving your software package. In the event any diskette fails to "boot", please try "booting" it in a different disk drive before assuming it is defective.

Disk drives tend to lose or gain speed and may also become mis-aligned through extended use. If this speed differential or mis-alignment is significant, the drive may intermittently be unable to "boot" or read data from a properly working diskette. The solution is to have the drive aligned and the speed adjusted.

In the event any diskette fails to "boot" on more than one disk drive or in any other way malfunctions, assume it is defective and return it directly to:

Orange Juice Software Systems  
338 South Arch Avenue  
New Richmond, Wisconsin 54017

Also, call us COLLECT at 715-246-3588 to alert us of your problem and a replacement diskette will be shipped promptly.

Always At Your Service,

Orange Juice Software Systems

The following documentation is intended for teacher use. If you would like reproducible copies of the worksheets and tests, please call us to receive a FREE enlarged copy.

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**CONGRATULATIONS!** You have selected the most imaginative and informative software available in today's market.

It is highly recommended that you carefully read the following instructions on the care and operation of your Orange Juice Software Systems teaching package. This will minimize the probability of damaging your materials and further, reduce the risk of running a program improperly.

**THE DO NOTS OF DISK CARE:**

DO NOT handle or allow anything to touch the gray or brown surfaces of the disk. Fingerprints or scratches on the disk surface can cause errors in the program. Handle the diskettes by the black plastic cover ONLY!

DO NOT allow your disk to lay around when not in use. Store it vertically in the paper jacket and 3 ring binder in which it was delivered. This will minimize static build-up and dust accumulation.

DO NOT write on the labels attached to the diskette.

DO NOT place your diskettes on or near any electronic equipment that produces a magnetic field; TV's, electric motors, etc. or magnets.

DO NOT store your diskettes above temperatures of 125° Fahrenheit.

DO NOT bend the diskette.

**OPERATION PROCEDURE:**

Holding the diskette label upwards, gently push the diskette entirely into the disk drive. Close the drive door, turn on the computer and the monitor, and your program is ready for use. Some of the programs begin to run automatically and others will display a menu from which you may choose the program you wish to view.

Upon completion of the program, open the drive door and carefully pull the diskette out and replace it in its paper jacket and 3 ring binder for storage. NEVER REMOVE a diskette while the drive's "in use" light is on. This will destroy the information stored on the diskette. If you plan to leave the disk in the drive for use with another class, open the drive door until you are ready to use it again. This prevents the "head" of the drive from resting on the diskette.

**WHAT IF THE DISKETTE DOES NOT BOOT?**

If a diskette fails to boot, try the following:

1. Turn the computer off, remove the diskette, center the hole in the disk, reinsert the disk, and try it again.
2. With the drive running, open the drive door, wiggle the disk in the drive, (DO NOT REMOVE HOWEVER!) and close the drive door again.
3. If both methods fail, try another disk drive. If it still does not boot, the disk is probably defective. Return it for a free replacement copy.

The Babysitting Experience Simulation has been designed as a supplemental activity tool to add flexibility to your curriculum. The package is adaptable to individual, small, or large group viewing.

Although the utilization of the program will vary depending on teacher need and application, several suggested uses would include:

1. Make-up work for the long term absentee.
2. Small group viewing while other students complete related projects.
3. Large group presentation incorporating student participation using one large monitor or small monitors strategically positioned throughout the classroom.
4. Group or individual review work.
5. Required viewing as part of an individualized task or goal oriented study packet.
6. Extra credit or enrichment activity.

Regardless of use, it is recommended that the teacher thoroughly familiarize him/herself with the construction and contents of this package through prior viewing of the diskettes and review of the following documentary material.

To minimize the preparation by an instructor, the following materials are included with this diskette:

1. Documentation of the material presented on the diskette.
2. A Unit Test and Answer Key.

NOTE: To exit or break-out of any portion of the programs contained in this unit, press RESET or CTRL RESET where applicable to reboot the disk. This will return you to the main menu.

## OBJECTIVES - The Babysitting Experience

Upon completion of this program students will be able to:

1. Recognize situations in which the babysitter needs to consider his or her own personal safety and the child's safety.
2. List several characteristics of children at different age levels.
3. Identify ways in which a babysitter can meet the individual needs of the children.
4. Identify basic safety rules to follow before accepting a babysitting position.
5. Learn appropriate behavior in becoming sensitive to the feelings of the child and parent.
6. List his/her responsibilities before the parent(s) leave the house.
7. Identify situations in which inappropriate behavior was used in a babysitting experience.
8. Utilize common sense in making the babysitting experience as successful as possible.

### The Babysitting Experience Menu

1. Sound On/Off Option.
  2. The Introduction to the Babysitting Experience.
  3. The Babysitting Experience Simulation.
  4. Teacher Option to Print Out Super-Sitter Certificates.
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#### Program One: SOUND ON/OFF OPTION

**DESCRIPTION:** As the title of the program indicates, this option will disable the sound produced during the operation of the programs contained on this diskette. If you desire sound during the programs, this program does not need to be run. The sound routines are designed to operate automatically after booting the disk.

This program may be used to switch the sound off or to switch the sound back on after you have disabled it.

The sound will operate UNLESS you choose this program to disable it.

**OPERATION:** Choose number 1 from the menu and press the return key.

A prompt asking, "DO YOU WANT SOUND ON THIS DISK?" is presented. Type either Y or N and press return.

A response of N or NO will disable the sound and indicate on the screen that the sound is off. You will then be returned to the menu. A Y or YES response will turn the sound on and again will indicate on the screen that the sound is on.

#### Program Two: THE INTRODUCTION TO THE BABYSITTING EXPERIENCE

This introductory program briefly explains program 3, The Babysitting Experience Simulation, to the student. It is recommended that each student view this program prior to beginning the simulation.

#### Program Three: THE BABYSITTING EXPERIENCE SIMULATION

In this program students will be able to choose from four realistic babysitting positions. Each position follows a which-way path in which choices must be made in a variety of situations typical of a babysitting experience.

A brief over-view of each position is listed below however, it is recommended that the instructor thoroughly view the simulation to familiarize him/herself with the exact contents and operation of the program.

### THE SIX-MONTH OLD INFANT

In this experience students simulate babysitting for a six-month old baby daughter of a divorced woman. Situations they must deal with throughout the course of the evening include:

- responsibilities before the mother leaves.
- what to do while the child is sleeping.
- checking on a baby who is crying.
- answering the phone.
- propping the baby up on a couch or chair.
- staying awake when the hour gets late.
- how to get home when it is a single-parent home.

### TWO TWO-YEAR OLDS

In this experience students simulate caring for two unrelated two-year old boys whose mothers are going shopping for the morning and early afternoon hours. Situations encountered include:

- deciding on which mother to ask for instructions.
- taking the children for a walk.
- dealing with a shy child.
- encountering a strange dog.
- answering the doorbell.
- distributing snacks before meals.
- preparing lunch.
- naptimes.
- what type of payment to expect in two family situations.

### FIVE-YEAR OLD GIRL

In this experience students simulate babysitting for a five-year old girl whose mother works evenings and whose father must attend a meeting. The job begins at eight o'clock at night. Situations include:

- how to check out the safety of babysitting for a stranger.
- packing a sitter bag.
- discovering responsibilities.
- dealing with a child who is upset when the parent leaves.
- answering the phone.
- choosing an appropriate television show.
- dealing with noises outside the house.
- contacting parents in an emergency.

### SIBLINGS

In this experience students simulate babysitting for three children in one family, an eleven year-old boy, a seven-year old girl, and five-year old boy. The job takes place in the afternoon. Situations encountered include:

- supervising children in a swimming pool.
- treating a nosebleed.
- choosing alternative activities.
- a strange car approaching.
- bad language by children.
- sibling rivalry.
- silliness at snacktime.
- cleaning up before parents arrive home.

A poor decision (failure to use common sense, ignoring basic safety principles, insensitivity to the child's feelings, etc.) anywhere during the simulation results in the termination of the student's job with an explanation of why the job is being terminated. The student must then reapply for the job or another position and begin the simulation again.

Successful completion of the experience affected by making sound decisions throughout the simulation, earns the student a Super-Sitter Certificate and the right to play the E.S.P. game included as a motivational reward.

A reproducible Super-Sitter Certificate is included in this documentation. Also, the teacher may elect to print the certificates with the computer's printer in which case he/she should read the instructions to program 4.

The only way to access the E.S.P. game is to successfully complete one strand of the Babysitting Experience Simulation. The game non-scientifically tests the student's powers of intuition which can be an asset to an effective babysitter. It accomplishes this by reviewing many of the basic principles of effective babysitting.

After successfully completing the simulation, the student has the option of playing the game or returning to the menu. If the student elects the game, he/she can request directions on playing the game or go directly to the game if he/she has played it before.

The game presents ten random true/false questions concerning basic babysitting principles. Each time you answer a question correctly, you will be awarded 100 points and given the chance to test your E.S.P. skill.

Four shapes will appear on the screen along with a white window. One of the shapes is hidden behind the window. The object of the game is to use your E.S.P. skills to determine which shape is hidden there.

You may show your confidence in your selection by betting any amount of your accumulated points that you can predict which shape is hidden. If you are correct, you win the points. Incorrect predictions cause you to lose your bet.

After placing your bet and pressing the return key, a small white cursor will appear next to the shape of the circle. Move the cursor next to the shape you think is hidden behind the window by using the U key to move the cursor up and the D key to move the cursor down.

When the cursor is next to the shape you wish to select, press the O key to

open the window.

These keys and functions are displayed on the screen during the game.

At the conclusion of the game, you will be told how many babysitting questions you answered correctly, the number of shapes you selected correctly, and presented with your total E.S.P. points.

**NOTE:** This game is intended as a study aid only! Its results are not scientific and do not accurately measure E.S.P. ability. Nor is the game intended for grading purposes.

#### Program Four: TEACHER OPTION TO PRINT-OUT SUPER-SITTER CERTIFICATES

This program is accessible only to the teacher for purposes of printing Super-Sitter Certificates for students who have successfully completed at least one strand of the Babysitting Experience Simulation.

**OPERATION:** Type 4 from the menu and press return. After loading the program, the computer will present the following prompt:

ENTER TEACHER CODE:

To access the printer routines, the correct code MUST be entered or the user will be returned to the menu.

The code is: CTRL-O OJSS

Hold down the CTRL key and type an O. The cursor will continue to flash and no letter will appear on the screen. Now type OJSS and press return. The printer/interface card type menu will then appear on the screen.

If you do not wish students to access this menu, remove this sheet containing the access code from the documentation or black it out with a marker.

To make the determination of whether your equipment will be able to print a copy of the Super-Sitter Certificate, answer the following questions:

1. Do I have an Epson printer with a standard parallel printer interface card?

2. Do I have an Imagewriter printer with a serial printer interface card?

If you answer either of these questions Yes, then you may obtain a paper copy. If the answer to both questions is No, then answer the next two questions.

3. Does my printer have graphics capabilities?

4. Does my printer interface card have graphics capabilities?

If the answer to either question is No, this option WILL NOT BE OPERATIONAL. In this case, use the reproducible Super-Sitter Certificate included in this documentation for distribution to students.

If you answered Yes to question 1 or 2 above, or Yes to BOTH 3 and 4, your equipment will be able to produce the certificates on your printer.

After typing the teacher code and pressing return, the following menu will appear:

INTERFACE CARD TYPES:

1. GRAPPLER
2. PKASO
3. OTHER

PRINTER AND INTERFACE CARD TYPES:

4. ESPON PRINTER WITH PARALLEL INTERFACE CARD
5. IMAGEWRITER WITH SERIAL INTERFACE CARD

If you have the Epson or Imagewriter printer, type 4 or 5 and press return. You will then be prompted to turn on your printer and to press return. Doing so will output the certificate to your printer.

If you have a Grappler or Pkaso printer interface card, type 1 or 2. You will then be prompted to turn on your printer and to press return. Again, doing so will output the certificate to your printer.

If your equipment is not specified but your printer is capable of printing graphics and your printer interface card accepts graphics commands, choose option 3. You will then be prompted to enter the control or command code(s) that enable the interface card to output graphics to your printer. These codes or commands can be found in your interface card user's manual.

Such codes could be a CTRL character, letter, number, or a combination of these. For example, the code could be CTRL I followed by a G. If so, enter CTRL I and G and press the return key. Doing so will output the certificate to the printer.

Entering an incorrect code or command or choosing the improper option for your equipment will cause the program to hang or stop running. If this happens, press CTRL RESET to reboot the disk. When the disk's main menu reappears on the screen, choose program 4 and try again.

You may wish to experiment with option 3. By entering specific commands, you will be able to double the size of the certificate. For example, with the Grappler interface card, if you choose option 3 and then enter GRED as the command codes, the certificate will be rotated on the paper and printed double its normal size.

Again, check your printer interface card user's manual for commands that may work with your equipment.

TOTAL SCORE: \_\_\_\_\_

NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_

THE BABYSITTING EXPERIENCE UNIT TEST

Matching: Choose an item from column B to match those in column A.  
2 points each.

(A)

- \_\_\_\_ 1. an infant
- \_\_\_\_ 2. parents
- \_\_\_\_ 3. doctor
- \_\_\_\_ 4. babysitter's parents
- \_\_\_\_ 5. babysitter
- \_\_\_\_ 6. an eleven-year old
- \_\_\_\_ 7. two-year olds
- \_\_\_\_ 8. stranger
- \_\_\_\_ 9. babysitter
- \_\_\_\_ 10. friends of babysitter

(B)

- A. should be notified in case of severe injury.
- B. should not be caring for a ten-year old child.
- C. should be aware of the safety of the babysitting situation and give assistance in checking-out the safety.
- D. should never be left alone on a couch or chair.
- E. should leave emergency numbers.
- F. should ask for responsibilities included in the babysitting position.
- G. do not necessarily play a part in the babysitter's job.
- H. should never be told parents have left.
- I. should not be fed hot dogs or other foods which might cause choking.
- J. should investigate the safety hazards before the job begins.

SUBTOTAL: \_\_\_\_\_

TRUE/FALSE: 2 points each.

- \_\_\_\_ 11. The most important part of a babysitting job is to maintain the safety of the child.
- \_\_\_\_ 12. Once the children are sleeping it is acceptable to spend the remainder of your time on the phone.
- \_\_\_\_ 13. For an unusual or prank call, hang up.

14. A child who is toilet training will always tell the babysitter when he/she has to use the bathroom.
15. Only allow children to ride bicycles or riding toys in the street since sidewalks could be dangerous to others.
16. Entering a strange neighborhood alone to babysit is acceptable as long as your parents know where you are going.
17. If a child is choking, give him a drink of water.
18. Rely on the parents to tell you of any safety hazards.
19. Establish your responsibilities before the parents leave.
20. Only open the door to strangers who know the family.
21. It is acceptable to bring a friend along to keep you company.
22. Never leave the house at night to investigate a strange sound.
23. Children of the same age level will always have similar behavior patterns.
24. Give a shy child a lot of time to get to know you, never rush.
25. A babysitter's kit can be an excellent tool for entertaining children.

SUBTOTAL: \_\_\_\_\_

Fill in the blank: Write the appropriate answer in the space provided.  
3 points each.

26. Never reveal to a \_\_\_\_\_ that you are babysitting and that the parents are not at home.
27. Before the parents leave question them about your \_\_\_\_\_.
28. Always ask your own \_\_\_\_\_ to help check out the safety of a new babysitting position.
29. \_\_\_\_\_ is an example of a dangerous food for small children.
30. Marbles might be an appropriate toy for \_\_\_\_\_.
31. Always be sensitive to a child's \_\_\_\_\_.
32. Always list \_\_\_\_\_ phone numbers before a parent leaves.
33. Always try to \_\_\_\_\_ when the hour gets late.

34. Packing a \_\_\_\_\_ can be a useful tool in entertaining small children.

35. Never supervise children in a \_\_\_\_\_.

SUBTOTAL: \_\_\_\_\_

Essay: Answer any 4 of the following questions.  
5 points each.

36. Describe three steps you could take before the parents leave to insure a safe babysitting situation.

37. What would be an appropriate meal for a two-year old?

38. Why should silliness be avoided during mealtime?

39. What should you do when you encounter a strange dog?

40. What are some activities you might use to calm down a five-year old?

SUBTOTAL: \_\_\_\_\_

## THE BABYSITTING EXPERIENCE UNIT TEST ANSWER KEY

### Matching:

1. D
2. E
3. A
4. C
5. F or J
6. B
7. I
8. H
9. F or J
10. G

### True/False:

11. T
12. F
13. T
14. F
15. F
16. F
17. F
18. F
19. T
20. F
21. F
22. T
23. F
24. T
25. T

### Fill in the blank:

26. stranger
27. responsibilities
28. parents
29. hot dogs, grapes, popcorn, etc.
30. older children
31. feelings
32. emergency
33. stay awake
34. sitter's bag or kit
35. swimming pool

### Essay:

36. Steps may vary but could include the following:
  - inspecting the house for safety hazards.
  - writing down emergency numbers.
  - inquiring about your responsibilities on the job.
  - asking for any special care instructions.
37. Any foods that may cause choking such as hot dogs, grapes, popcorn, etc. should be avoided.
38. Silliness during mealtime could lead to choking and endanger the safety of the children.
39. Walk away from the dog without teasing or aggravating it any manner and return to the interior of the house if necessary.
40. Answers will vary but could include coloring, puzzles, or perhaps a light-hearted variety program on T.V. or video. Playing games will also occupy a five-year old.

ORANGE JUICE SOFTWARE SYSTEMS

SUPER-SITTER 2  
CERTIFICATE

TO: -----

COURSE COMPLETED: -----

AUTHORIZED BY: -----

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